**Illinois Resource Center**

**2626 S. Clearbrook Dr.**

**Arlington Heights, IL 60068**

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**www.thecenterweb.org/irc/**

emberMay 2016

**ANNOTATED BIBLIOGRAPHY**

**OF RESOURCES FOR ESL &**

**CONTENT IN ENGLISH FOR**

**ENGLISH LEARNERS**

**With Suggestions for Selecting Materials**

**Prepared by Jeanette Gordon**

**TABLE OF CONTENTS**

**Select each topic for a direct link (control + click) to go to that section in the resource.**

|  |  |
| --- | --- |
| [GENERAL SUGGESTIONS FOR SELECTING ESL RESOURCES](#GENERAL) | 3 – 6 |
| [ESL instruction for ELEMENTARY ESL students in TPI programs](#Two) | 3 |
| [ESL instruction for ELEMENTARY ESL students in a TBE program](#Three) | 3 - 4 |
| [SHELTERED INSTRUCTION IN ELEMENTARY AND SECONDARY CLASSES](#Four) | 4 - 5 |
| [SECONDARY ESL CLASSES](#Five) | 5 |
| [ESL MATERIALS IN SECONDARY BILINGUAL CLASSES](#six) | 6 |
| [SPECIAL EDUCATION AND READING SUPPORT](#six) | 6 |
| [RESOURCES](#seven) TO EXPLORE | 6 - 23 |
| [ASSESSMENT](#eight) | 6 |
| [**SOFTWARE and WEB-BASED RESOURCES**](#nine)  EL Software & content literacy & math programs | 7 - 9 |
| [**GRAMMAR**](#eleven)Including links to free online sentence and paragraph frames | 9 - 10 |
| [**DICTIONARIES**](#twelve)  Elementary Dictionaries and Dictionaries for Older Learners | 10 - 11 |
| [**ACADEMIC VOCABULARY**](#thirteen) | 11 - 12 |
| [**COMPREHENSIVE ESL PROGRAMS**](#twentysix) | 12 – 15 |
| [**CONTENT SUPPORT RESOURCES**](#seventeen)  [**K-8 Content Across the Disciplines**](#eighteen)  [**Secondary Content by Disciplines**](#nineteen)  [**Interdisciplinary Resources**](#twenty)  [**Language Arts**](#twentyone)  [**Math**](#twentytwo)  [**Science**](#twentythree)  [**Social Sciences**](#twentyfour) | 15 – 2315 – 1919191919 - 2020 - 2121 - 22 |

# See notes in red for resources that are also available in Spanish.

# See notes in green in the intermediate grade level resources for materials that could be used with older learners who have very limited schooling.

**IRC Contacts and Support**

Note: Contact the Illinois Resource Center at 224 366-8555 if you have additional questions about ESL materials. Kim Scannell, the Center Librarian can also assist you. Her number is 224 366-8590.

**ADDITIONAL RESOURCES**

**A WIKI site that supports the ESL Methods classes can also be accessed at the following link.** [**http://esl-methods.wikispaces.com**](http://esl-methods.wikispaces.com) **DON’T REQUEST MEMBERSHIP TO USE.**

**GENERAL SUGGESTIONS FOR SELECTING ESL RESOURCES**

The purpose of this section is to provide some support for selecting and using ESL materials based on district needs and program models. The suggestions are made by Jeanette Gordon, the developer of this bibliography based on 25 years with the Illinois Resource Center, an organization serving students learning English as a New Language. **Read the suggestions below that match your program and grade level before using the annotated bibliography that follows.**

**The main objective when purchasing ESL resources for ELs in the United States is to teach English as a new language through** **grade-appropriate, cognitively challenging content that is aligned with state standards.** The resources need to be appropriate for the diverse levels of English language development. Thematic instruction is particularly beneficial since students would have multiple exposures to common vocabulary and related content. The themes should be aligned with standards (the New Illinois Learning Standards that include Common Core and the English Language Development Standards in Illinois.) The **Model Performance Indicators (MPIs)** provide guidance in the **types of language tasks that are developmentally appropriate** for various English language proficiency levels. The **Can Do Descriptors** for the grade-level-clusters also help teachers develop appropriate tasks. See the following link for support resources from WIDA. <http://www.wida.us>

**ESL instruction for ELEMENTARY ESL students in TPI programs**

**Select resources to preview and support the content that will be taught in the general education classes.** ESL materials should to the extent possible: focus on grade-level content, explicitly and systematically incorporate literacy instruction, and infuse the skills for students learning a new language into the context of the content being taught. Multiple options for differentiated skill development should be included.

If using ESL software, seek the resources that also include content and literacy instruction. Use ESL software sparingly, when it would be the most difficult to modify instruction to meet the needs of ELs; for example, during a Read Aloud in intermediate grades when minimal visual support is present. It is desirable to use the differentiation strategies that enable ELs to be engaged with other learners as much as possible. Do not have students using ESL software when they could be engaged with other learners in differentiated classroom activities.

If purchasing a **Comprehensive ESL Program**, **use the resources from the series that preview and support grade-level content the students will be studying in their general education class.** Rather than using the series in order (as typically recommended by the publishers) try to use the resources related to the content of the school curriculum. Generally in elementary schools, ESL instructors work with students at the same grade level whenever possible. If pulling students from different classrooms for each of the grade levels, or going into the classes, it is helpful if all students are studying the same theme. If the comprehensive program does not contain resources related to each theme, identify additional resources to support those themes. When a published series is not taught in order, additional differentiation may be needed. However, differentiation would always be needed when providing ESL support to students in the same grade. If additional ESL time is possible for newcomers, the teacher may pull students across grade levels and provide more sequential ESL instruction.

**ESL instruction for ELEMENTARY ESL students in a TBE program**

**In a bilingual program, the ESL instruction should correspond to the content that the students have already learned in the home language.**  This means that if the decision is made to purchase a Comprehensive ESL Program, the resources would often be used out of order to match the themes being taught in the native language. If resources related to the instructional themes are not available, seek to identify and purchase those**. In addition to differentiated ESL instruction, bilingual teachers should also provide additional resources in English for more advanced students.** For example, students who are preparing to transition into all English classes may be doing tasks in English as well as the home language during times when others are just doing tasks in the native language. It is important to purchase the resources needed to differentiate across languages in bilingual classes. See the Content Support Resources.

**SHELTERED INSTRUCTION IN ELEMENTARY AND SECONDARY CLASSES**

**Sheltered instruction is teaching grade-level-academic content in a way that is comprehensible to students learning a new language. The secondary purpose is to teach the features of the new language through the content being taught.**  This, of course, should be the goal of all ESL teachers. However, general education teachers also need to shelter instruction as a component of differentiation in their classes with ELs. Consequently, if they are to do this effectively, they need additional resources. **It is not very productive to ask general education teachers to differentiate instruction for ELs and then fail to provide any resources to do that.**

**Some elementary schools** have a self-contained classroom of ELs and teach through sheltered instruction. These are taught by ESL-trained instructors and would use differentiated ESL resources. In addition they would need hands-on/visual resources and simplified texts to teach the grade level content using the same themes taught in the other classes*.* **Dual language classes** always need to shelter instruction since some students are always learning in a new language.

**Many junior high and high schools** have sheltered classes for ELs, where the grade -level content is taught using ESL methods. These may be taught to ELs for whom bilingual instruction is not available as well as to ELs transitioning out of bilingual classes. **In sheltered instruction, teachers should introduce the content through diverse modalities that do not require literacy skills.** Consequently, it is critical in these classes that teachers have multiple visual and hands-on resources. **After the students have been introduced to the most important big ideas/ understandings and key content concepts, they need developmentally appropriate literacy resources.**  Identification of some of these resources is a major focus in this bibliography. However, the emphasis is on those resources that were designed for ELs. Fortunately, many companies are now providing differentiated resources related to a common theme. Any of these resources, if they include quality visual support can be helpful. The most beneficial resources are those that also focus on enduring understandings that are incorporated into each level of the differentiated readings and those that provide a focus on academic language, scaffolding and differentiated assignments and assessments.

**Jeanette Gordon strongly recommends using what is often called “narrow readings” where students progress from a simple reading related to the topic, to a more complex reading.** In science and social studies, students are not tracked into groups within the classroom based on literacy levels. Rather, heterogeneous teams would use the multilevel resources. It can be very advantageous for all students to participate in a “preview” reading with below-grade-level text. This practice helps validate that reading, so students who reread it independently do not experience the negative consequences of being in the low reading group. The preview read can provide an overview to all learners, evoke interest, and promote discussions and predictions among all learners.

**A major benefit of using “narrow readings” is that the readings at the lower literacy levels provide the background and the vocabulary needed to read a more complex text**. Hence, after the preview reading, students are able to read a resource that would have been inaccessible to them without the simpler reading. It is important to remember that limited vocabulary is the most critical variable for ELs. It is not advisable to simply track them into a low group where they are only exposed to the content in simple ways, rather to afford them opportunities in heterogeneous groups to progress to more difficult texts, to be engaged in more thought-provoking discussions, and to interact with students who can model effective strategies. Practitioners are finding that one of the easiest ways to raise the reading levels of all students is through use of “narrow readings” in science and social studies where differentiated text related to the same topic are used. Even in math, this practice can readily increase the vocabulary and language for math. The Common Core standards emphasize use of multiple and diverse ways to access common content and to think analytically about similar content presented in different ways. Hence, the practice of introducing concepts though visual media and the use of “narrow readings” or multiple readings related to the same topic, not only support ELs but reflect Common Core standards.

**In language arts, students need to read developmentally appropriate quality literature.** It is not advisable to spend a lot of time trying to make a story/novel comprehensible when students are not even close to that level, particularly for older learners. In language arts if a narrative is not appropriate for the range of learners, it is often helpful to have all students read literature related to a common theme. All students would focus on the same enduring understanding related to the theme and would typically be focusing on common language arts concepts and skills. However, they would be reading different stories or novels. Students from diverse homogeneous teams would then discuss with each other how the literary piece each group read reflects the common understanding or addresses the essential questions. The goal would be to teach all students Common Core literary elements and language arts content. However, the literature and other content used to do so would be differentiated.

It is advisable to teach ESL classes in junior high and high school rather than try to “shelter” language arts general education instruction if the language arts resources are not readily accessible to the ELs. Quality ESL commercial programs seek to “shelter” language arts curriculum through developmentally appropriate literature. However, in addition to the skills normally taught in language arts resources, the skill instruction includes focus on the unique needs of those learning a new language. There is also typically greater emphasis on teaching the academic vocabulary that is most needed to be successful across the disciplines. In many schools, the vocabulary focus has traditionally been on the words needed to read a common story, rather than on the vocabulary that is most needed for academic success. Quality ESL resources not only focus on the academic toolkit vocabulary but also support content instruction. It is also often much easier to teach reading skills to ELs through content since the content resources with lower readability levels are often more age-appropriate and engaging than narratives. **Use of simpler readings with progression to more complex readings related to the content being taught in general education classes is highly recommended.**

**SECONDARY ESL CLASSES**

In junior high and high schools, it is typically more effective to group students by English language proficiency levels, rather than by grade level. In smaller programs, this often means that students from different grade levels are in the same class. Such scheduling is often more difficult in junior high than in high school. However, if serving entering and beginning ELLs, it is difficult to address their needs in very diverse ESL classes. Perhaps the students with the lowest proficiency levels could be grouped across grade levels and the more advanced students at grade level. **If a secondary ESL teacher needs to serve a very diverse class, additional resources would be needed.**  In such classes, ESL software may be helpful. Normally, it is not advisable to use ESL software during precious ESL instructional time rather as a resource during study hall or in schools without bilingual or sheltered classes.

As explained in the section on sheltered instruction, it is typically more effective to teach ESL classes in junior high and high school rather than trying to shelter a language arts class, unless students are close to or above the Bridging level of English language proficiency. The comprehensive ESL programs recommended seek to not only teach ESL, but to systematically teach reading and language arts as well as to incorporate content across the disciplines. In addition, it is important to use content resources in ESL classes if bilingual education and/or sheltered content classes are not available. For example, 1 class of ESL instruction might use a Comprehensive ESL program, and an additional ESL class could use **content support resources** (See the final pages in this resource) to more effectively prepare students for general education content.

**ESL MATERIALS IN SECONDARY BILINGUAL CLASSES**

In addition to purchasing multilevel resources in the home language, select some resources in English that the students with higher-levels of English language proficiency can use after they have studied the content in the home language. This is particularly important if sheltered content classes are not available. It is difficult to transition from a secondary bilingual class to a general education class. See the content support resources in the final pages of this bibliography.

**SPECIAL EDUCATION AND READING SUPPORT**

It is important to note that many special education and reading resources are marketed as beneficial for English Learners. Be particularly cautious about such claims. Often ELs were not present in the norming populations, or if they were, only ELs with more advanced English fluency were included. It can be particularly beneficial when Special Education and Reading resources are aligned with the curriculum in the general education classrooms as much as possible. For example, reading teachers might teach reading skills with resources at a lower reading level to preview classroom content.

**RESOURCES TO EXPLORE**

**Exciting News: WIDA has developed *PRIME Protocol for Review of Instructional Materials for ELLs*** [**http://prime.wceruw.org/instructionalmaterials/**](http://prime.wceruw.org/instructionalmaterials/)

**The protocol provides detailed information of how each resource correlates with the elements of the WIDA standards. WIDA does not make recommendations, and perhaps that is the best policy. Direct links to the protocols in their resource list will be included for the resources included in this bibliography.**

Jeanette Gordon, the author of this bibliography, began recommending ESL resources years ago during the transition from the Audiolingual Method to the Natural Approach and then to Content-based ESL and Sheltered Instruction. It had been difficult to identify resources that reflected ESL instruction taught through content aligned with standards rather than as a foreign language. However, now there are many quality resources available. Because WIDA has developed PRIME, educators can easily access a fairly comprehensive list in one place, and use the information provided to help them identify the resources that match their own programs and students. *There are many quality resources not included on this list. The recommendations are based on the resources familiar to Jeanette Gordon about which she has received positive feedback from educators and which she deems worthy of your examination.*

For the resources in the WIDA PRIME list, Jeanette has deleted most of the notes she included in previous versions of the bibliography and added a direct link to the related PRIME pdf document. While each include the company name and website, a direct link to the resource has also been provided in the bibliography. For some reason, doing a search for the product name on a company website does not always take you to the resource, or to the most informative information. Some company links also provide more comprehensive information than others about the products. Companies change these links often; however, those that are current will save you time.

**ASSESSMENT**

***Rigby ELL Assessment Kit***

Rigby ELL Assessment Kit is a four-in-one package specifically designed for language learner programs. It includes formative assessment in the four domains of listening, speaking, reading, and writing and in all four content areas: language arts, social studies, math, and science for K-5 ELLs. It is a 20-minute assessment that helps you evaluate students in all four domains and content areas. Margo Gottlieb, the principal author, is also the lead developer with the WIDA consortium. The Rigby ELL Assessment Kit can be used successfully by teachers who are not trained in ESL. Use of the kit, in addition to documentation of student progress, would provide students with opportunities that are similar to the assessment tasks that are included in the WIDA frameworks and assessed on the ACCESS language proficiency test.

[**http://www.hmhco.com/search?segment=All;mm=all;q=Rigby%20ELL%20Assessment%20Kit**](http://www.hmhco.com/search?segment=All;mm=all;q=Rigby%20ELL%20Assessment%20Kit%20)

***The WIDA MODEL* developed by Center for Applied Linguistics**

The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.

Unlike ACCESS for ELLs and the W-APT, MODEL is available for use in schools around the world. Learn more about the similarities and differences between [WIDA's assessments](http://www.wida.us/assessment/comparing.aspx).

## Features

MODEL test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards.

Test forms are divided into five grade level clusters: Each form of the test assesses the four language domains of Listening, Speaking, Reading, and Writing.   
MODEL is an adaptive test allowing flexible placement within sections of the test based on student performance.

**SOFTWARE and WEB-BASED RESOURCES**

**Note: Use Software to augment, not replace ESL instruction.**

***Little Bridge* (2008-2011) K-6**

Link to company info

<https://www.littlebridge.com/>

Additional info

<http://www.empowermenttodayllc.com/upload/Little%20Bridge%20-%20Transforming%20English%20Language%20Learning%20-%20MASTER.pdf>

WIDA PRIME link

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_LittleBridge.pdf>

***Imagine Learning English* (preK-6)**

Link to company info

<http://www.imaginelearning.com>

WIDA PRIME link

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_ImagineLearning.pdf>

Spanish is also available.

**Rosetta Stone V3 – English (2012) K-12** Rosetta Stone

Link to company info

<http://www.rosettastone.com/>

K-12 Classroom demo <http://www.rosettastone.com/k12/demo>

WIDA PRIME link

<http://prime.wceruw.org/instructionalMaterials/WIDA_PRIME_Correlation_Rosetta_V3.pdf> Spanish and other languages available

***TOTALe PRO English* (2012) K-12+** Rosetta Stone

Link to company info <http://www.rosettastone.com/>

WIDA PRIME link

<http://prime.wceruw.org/instructionalMaterials/WIDA_PRIME_Correlation_Rosetta_TOTALe.pdf>

Spanish and other languages available

***Achieve3000, The Leader in Differentiated Learning*** (Not on the WIDA PRIME list, not ESL specific but has been used successfully with ELs with higher language proficiency)

For ten years, this web-based program has been providing differentiated instruction for 2-5, junior high, and high school, through non-fiction, 12 Lexile levels for *Associated Press* articles. ***“***Our online solutions — available for all grades, student groups and a variety of applications — reach and teach every student at her or his level, providing the means to reach and exceed targeted reading and writing levels.” Their research shows impressive gains in Reading Comprehension, Vocabulary, Writing Skills, and Achievement on High Stakes Tests. For each content topic, there are 12 levels of differentiated readings, along with differentiated pre-reading, vocabulary support, formative assessments, and writing tasks. **The grade level content focus remains the same, only the literacy tasks are differentiated.** See the multiple options available for different age groups and programs, including RTI, afterschool and summer. The program demonstrates impressive literacy gains with use two times a week for 35-40 minute sessions.

<http://www.achieve3000.com/literacy-solutions/grades-2-12>

See EL info <http://www.achieve3000.com/learning-solutions/ell/>

For an informational video go to

<http://doc.achieve3000.com/video/>

**This program is available in Spanish and has native language support in English for Spanish readings. Hence, English speakers in Dual Language programs could have support for the Spanish content.**

***READ 180 Next Generation*** (Not on the WIDA PRIME list, not ESL specific but has been used with ELs with higher language proficiency and includes EL support)

#### *“READ 180 . . .* is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, *READ 180* leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers…Teachers begin and end each session with Whole-Group Instruction that engages the entire class. In between, students break into groups and rotate through three stations for Small-Group and independent learning. Following the READ 180 Instructional Model is proven to result in significant gains in reading achievement for students after one or two year’s participation…”

### “Special Features:

* Anchor Videos help students build background knowledge and develop mental models.
* Software provides opportunities for repeated oral reading practice, including making recordings for self-assessment.
* Oral language development and academic language strategies are integrated into the teaching materials and engage students with accountable response tasks.
* The rBook and the Topic Software scaffold academic writing and revision.
* Multi-cultural content makes the program relevant to students from diverse backgrounds.
* Audiobooks , eReads, and Topic Software allow students to read along with examples of modeled fluent reading

### LBook: Language. Literacy. Learning. Added Support Available for ELs

Senior Advisor, and coauthor of the rBook, Dr. Kate Kinsella, created the LBook Teaching Guide and Student Worktext to extend rBook instruction and support English language learners at multiple language proficiency levels by providing explicit, sequential, linguistically logical, and systematic instruction and practice.” See additional support for the Most Challenged ELLs and Long Term Ells.

The READ 180 Software provides second-language support in five languages. Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese

<http://read180.scholastic.com/reading-intervention-program/about>

***Grammar Gallery* (K-12)**

Link to company info

[**http://www.grammargallery.org**](http://www.grammargallery.org)

WIDA PRIME link

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_GrammarGallery.pdf>

***Reading Horizons, Elevate at Home* (10 years old to adult)**

**“**The online software is a yearly subscription that gives a student (ages 10+) an online, self-directed solution to receiving the fundamental skills of reading (teaches the entire Reading Horizons program through self-directed software).”

<http://athome.readinghorizons.com/store/elevate/Overview>

*If older ELs struggle with English phonics, this MAY be an option for independent support. See the reviews which include use with ELs and students with special needs.*

[**http://athome.readinghorizons.com/store/elevate-software**](http://athome.readinghorizons.com/store/elevate-software)

**See Math Software in the Math sections**

**GRAMMAR**

***Grammar Gallery*** (See Software and Web-based Resources section above for a K-12 online resource.)

**Advanced Grammar**

*Advanced Grammar* is a new, advanced-level grammar course that prepares English language learners for academic work. *High school students may benefit from a program that provides explicit grammar guidance in an academic context.*

<http://longmanhomeusa.com/catalog/products/product-details/?pid=F-0AE-AG&sid=Advanced+Grammar>

**THERE ARE SOME FREE ONLINE RESOUCES FOR SENTENCE AND PARAGRAPH FRAMES**

<http://esl-methods.wikispaces.com/Content+%26+Language+Objectives> **(Don’t request membership in the Wiki site. Just use the resources.)**

**Note:** There are many grammar resources available, some free online. However, often the grammar skills are taught in isolation. The most important recommendation from the IRC is to teach grammar in a meaningful and cognitively challenging context. Hence, many grammar-specific resources would be used as supplemental resources based on individual student needs.

**Seek grammar that is taught in a meaningful context and differentiated for the range of ELs. New comprehensive ESL programs incorporate grammar.** During the ESL instructional shift from the Audio-lingual method to the Natural Approach and more content-based ESL, explicit grammar instruction was often lacking. However, quality current programs are incorporating more explicit instruction and guided practice in the structures of the English language.

**DICTIONARIES**

**ELEMENTARY DICTIONARIES**

***Longman Elementary Dictionary and Thesaurus***

This resource combines the strengths of both traditional and picture dictionaries with the flexibility of a child-friendly thesaurus to empower young language learners to expand their English vocabularies. Dr. Kate Kinsella, Ed.D contends that *“The Longman Elementary Dictionary and Thesaurus is hands-down the most dynamic and user-friendly dictionary for today’s mixed-ability, linguistically-diverse classrooms. Elementary vocabulary learners and their teachers will finally have a practical and reliable tool to explore new word meanings, one that has been meticulously developed with the needs, abilities, and experiences of a younger learner in mind.”* <http://www.pearson.lv/catalogue/supplementary-materials/dictionaries/longman-elementary-dictionary-and-thesaurus.html>

***Picture-Perfect Dictionaries (Pre K -6)***

**Description:** The first book is for preK-K. Books 1-2 include pictures and sample sentences for every entry and define the words in context. Language is simple and sentence samples are illustrated as needed. Multiple meaning words are presented visually. Expanded entries support the curriculum. The second book includes parts of speech and more content vocabulary for grades 3-6. A Teacher's Guide and Activity Card Pack are available with ideas for games, role-plays, and hands-on activities that are appropriate for centers or independent work. Direct link to view pages

<http://ngl.cengage.com/search/productOverview.do?N=4294918395+201&Ntk=P_EPI&Ntt=1715558808153356848919050707041808931113&Ntx=mode%2Bmatchallpartial>

***Oxford Picture Dictionary for the Content Areas: Language Development for Content Learning Second Edition***

<https://elt.oup.com/catalogue/items/global/young_learners/oxford_picture_dictionary_for_the_content_areas/?cc=global&selLanguage=en>

**Oxford Picture Dictionary Content Areas for Kids Second Edition**

Link to company info

<https://elt.oup.com/catalogue/items/local/amelt/young_learners/oxford_picture_dictionary_content_areas_for_kids_second_edition/97801940177561?cc=us&selLanguage=en&mode=hub>

WIDA PRIME link

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_OxfordKidsrev2.pdf>

**DICTIONARIES FOR OLDER LEARNERS**

***Longman Study Dictionary***

This resource accelerates vocabulary development by highlighting academic vocabulary and including content-area vocabulary sections across subject areas. See other Learner Dictionaries in Longman resources.

<http://www.longmanhomeusa.com/catalog/products/product-details/?pid=F-0JQ&sid=Learner+Dictionaries>

***Collins COBUILD Illustrated Basic Dictionary of American English***

When added to an earlier edition of this bibliography, company info claimed, this is the only “dictionary that offers "Word World" boxes that visually present topic-specific vocabulary and improve comprehension; the only dictionary with embedded "Picture Dictionary" boxes that provide beginning language learners an enhanced understanding of key terms; the only dictionary with "Spelling Partners" and "Sound Partners" that give the visual and aural support necessary for new English learners; the only dictionary that features full-sentence, level-appropriate definitions for ALL words and phrases, including full definitions of Dr. Robert Marzano's list of basic vocabulary terms. "Word Builders" teach word parts - prefixes, suffixes, and word roots. "Usage" notes help students use a word in the appropriate context. "Word Partners" show words that are frequently used together. This book is recommended by Robert Marzano.

<http://ngl.cengage.com/search/productOverview.do?N=201+4294918395&Ntk=P_EPI&Ntt=2475155611292337446432715373414399924&Ntx=mode%2Bmatchallpartial>

Link to additional info

<http://ngl.cengage.com/assets/downloads_b/marketing_downloads/1424000815/USCOBUILDBasicBro_LR.pdf>

**Academic Vocabulary**

**Discussions4Learning, 1-adult**

Davis Publications

Link to company info

<http://www.discussions4learning.com/>

WIDA PRIME link

<http://prime.wceruw.org/instructionalMaterials/V3_WIDAPRIME_Discussions4Learning_mn.pdf>

**Academic Vocabulary Toolkit Elementary (2014) 3-6** by Dr. Kate Kinsella; Theresa Hancock

Grade(s): 3-6 Students master high-use academic words aligned with Common Core competencies.

Five-day instructional sequence moves from structured partner interactions to increasingly complex constructed written responses. Reading and writing is practiced using framed and original academic responses- See more at:

# <http://ngl.cengage.com/search/productOverview.do?N=201+4294918395&Ntk=NGL%7CP_EPI&Ntt=PRO0000000536%7C521166824130979307119211885691430038527&Ntx=mode%2Bmatchallpartial#sthash.2d4L7wNU.dpuf>

# Academic Vocabulary Toolkit by Dr. Kate Kinsella ©2013 Grade(s) 6-9

# Junior high version of the previous resource. Prepare students to become agile communicators in the Common Core State Standards era. Expand understanding of new words with embedded grammar and syntax targets. Teach words in any order for cross curricular needs.

<http://ngl.cengage.com/search/productOverview.do?N=+201+4294918395&Ntk=NGL|P_EPI&Ntt=PRO0000000038|136816406915142869201218249945407917877&Ntx#sthash.w1pGb9t7.dpuf>

## *Vocabulary Boosters Grades 4-8+*

## Millmark Education

Use Vocabulary Boosters to help students master **academic vocabulary and language skills** while preparing them to learn and talk about standards-based science concepts.  Ideal for introducing, reviewing, and building concept knowledge, academic vocabulary, and **language patterns (Note: There are sample sentence prompts on the back of each picture card.)**

<http://www.summitk12.com/products/vocab-boosters/>

**WORD GENERATION 4-8 FREE RESOURCES, DOWNLOAD ALL THE MATERIALS. SEE CLASSROOM VIDEOS AND PD SUPPORT!**

Developed with the Boston Public Schools in 2007, SERP’s original Word Generation program includes weekly units about controversial topics each with brief lessons for middle school teachers in all academic subjects. SERP has also recently created extended units of study about a variety of social studies and science topics. Fourth and fifth grade units are now available as well. More than a vocabulary program!

<http://wordgen.serpmedia.org/index.html>

**COMPREHENSIVE ESL PROGRAMS**

***Hoopoe Early Literacy Curriculum-Teaching-Stories: Learning that Lasts* (PreK-1**

Hoopoe Books

Link to company info

<http://www.educationinnovations.org/program/hoopoe-books>

PRIME WIDA link

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_Hoopoe.pdf>

***Hoopoe Early Literacy Curriculum-Teaching-Stories: Learning that Lasts (2011) K-Hoopoe Books***

Hoopoe Books

Link to company info

<http://www.hoopoekids.com/>

Link to WIDA PRIME

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_K2Hoopoe.pdf>

***Treasure Chest* (2011) K-6**

Macmillan/McGraw-Hill

Link to company info

<http://www.macmillanmh.com/reading/treasure_chest.html>

Link to WIDA PRIME

<http://prime.wceruw.org/instructionalmaterials/WIDA%20Prime_Treasure%20Chest_Grade%20K.pdf> K examples (Note WIDA has a separate PRIME document for each grade level)

<http://prime.wceruw.org/instructionalmaterials/WIDA%20Prime_Treasure%20Chest_Grade%203.pdf>3rd grade examples (see other grade level PRIME documents

***National Geographic Reach (2010) K-5***

Link to company info

<http://ngl.cengage.com/search/productOverview.do?N=201+4294918395&Ntk=NGL&Ntt=PRO0000000005&Ntx=mode%2Bmatchallpartial>

Link to WIDA PRIME

<http://prime.wceruw.org/instructionalMaterials/WIDA_PRIME_Correlation_Reach_1A.pdf>

***On Our Way to English* (2014) K-5**

Link to Company info

<http://www.hmhco.com/shop/education-curriculum/english-language-development/on-our-way-to-english#tab-sample-online>

Link to WIDA PRIME

<http://prime.wceruw.org/instructionalmaterials/PRIME_Correlation_OWE.pdf>

*Pearson Language Central* (2013) K-5

Link to Company info

<http://www.pearsonschool.com/index.cfm?locator=PSZw9v>

Link to WIDA PRIME

<http://prime.wceruw.org/instructionalmaterials/WIDA%20PRIME_Correlation_LC2013%20K-5.pdf>

*Spotlight on English (***2008,** 2009/2010 editions are available in the Texas edition**)** *K-6*Santillana

**Link to company info**

<http://www.spotlightonenglish.com>

Link to additional company info

<http://promos.santillanausa.com/SOEDemoDVD/index.html>

Link to WIDA PRIME

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_Santillana.pdf>

***Longman Cornerstone (2013) K-5***

Pearson Longman

Link to company info

<http://www.pearsonschool.com/index.cfm?locator=PSZu72&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=1662&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&PMDbProgramId=108141>

Link to WIDA PRIME

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_Cornerston_2013.pdf>

***Inside: Language Literacy and Content* (2014) 6-9**

National Geographic, Hampton-Brown and Cengage

For more information, tours or to download a brochure, go to [http://ngl.cengage.com/inside](http://ngl.cengage.com/inside%20)

Link to WIDA PRIME

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_INSIDENatG.pdf>

***Inside the USA*** and ***Inside Phonics*** Newly-arrived and preliterate students learn language, survival vocabulary, and the basic building blocks for literacy. (Part of the ***Inside*** Resources)

***In Zone Books*** written for 4th-8th provide reading from 1st to 3rd grade reading level in Zone 1, Zone 2 is 4-5th grade reading level and Zone 3 7th to 8th. See examples in the catalogue. The supports provided in these books are excellent for ELs. **These resources would provide quality literacy resources to any ESL program.**

<http://ngl.cengage.com/assets/downloads/inzone_pro0000000242/inz_bro_6-12_sll12-0442a.pdf>

***Pearson Language Central* (2013) 6-10**

Link to company info

<http://www.pearsonschool.com/index.cfm?locator=PSZu72&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=1662&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=38502&PMDbProgramID=64903>

Additional company info

<http://mytrainingconnection.com/assets/files/documents/TG_PELS13_UsingLanguageCentral_6_10.pdf>

Link to WIDA PRIME

<http://prime.wceruw.org/instructionalmaterials/WIDA%20PRIME_Correlation_LC2013%20Grades%206-10.pdf>

***Edge: Reading, Writing and Language 2nd Edition (2014) 9-12***

National Geographic, Hampton-Brown, Cengage

For more information or to download a brochure, go to <http://ngl.cengage.com/edge>

Link to WIDA PRIME <http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_EdgeNatG.pdf>

**See new High School InZone Books to accompany Edge or for use in any program.**

<http://ngl.cengage.com/search/productOverview.do?N=4294918395+201&Ntk=P_EPI&Ntt=1281833922407560753309246483324162978&Ntx=mode%2Bmatchallpartial>

***Collections* (2015) 6-12**

Houghton Mifflin Harcourt

“Collections−the nation’s leading ELA program for Grades 6-12− provides a mult-faceted digital and print approach that transcends the traditional anthology and resonates with today’s students.”

Link to company info

<http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/literature/collections>

WIDA PRIME link *(Note: The resource has support for ELs, but seems to be a LA program for all 6-12 learners (not 6-8). Hence, the author of this bibliography disagrees with the WIDA PRIME link which indicates this is a resource for all WIDA English Language proficiency levels. It seems that it would be appropriate only for more advanced ELs.)* Select Sample Online.

***The Good Writer’s Kit (6-12) Inspire the Writer in Every Student***

ELs need very explicit guidance in writing. This kit seeks to broaden students’ identities as writers, deliver explicit interactive instruction, and coach students to exceed on high-stakes writing tests. It includes attractive models on transparencies, examples of various writing forms, and sample writings for different scores on high-states assessments. **This program could be used to support any other ESL program with the exception of *Inside* (See Junior High Comprehensive Programs) where it is incorporated into the program.** <http://ngl.cengage.com/search/productOverview.do?N=201+4294918395+4294905692&Ntk=P_EPI&Ntt=1812256747129581802138949382749077994&Ntx=mode%2Bmatchallpartial>

**CONTENT SUPPORT RESOURCES**

**K­-8 CONTENT ACROSS THE DISCIPLINES**

**Millmark Education**<http://www.millmarkeducation.com>

Millmarkhas many ***Reader’s Theater resources*** that support content curriculum for PreK to 8:For example, ***My First Reader’s Theater PreK-1.***  <http://www.benchmarkeducation.com/readers-theater/my-first-readers-theater.html#completeset>See other multilevel Reader’s Theater sets. <http://www.benchmarkeducation.com/collections-and-sets.html> For example: **Reader’s Theater Content Area Concepts 1-6.** The Reader’s theater sets were not designed specifically for ELs but offer differentiated reading levels for the characters in each script. Those that reflect content can help promote background knowledge in an enjoyable way, and all support fluency development.

***Early Explorers K-2***

Link to company info

<http://www.benchmarkeducation.com/administrators/series/early-explorers/where/language/english>

WIDA PRIME link

<http://prime.wceruw.org/instructionalMaterials/WIDA_PRIME_Correlation_EarlyExplorers.pdf>

***English Explorers 3-8***

Link to company info

<http://www.benchmarkeducation.com/administrators/series/english-explorers>

WIDA PRIME link

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_EnglishExplorers.pdf>

Even beginning ELs can use these resources. **The Explorer sets can be used with beginners in HS, particularly for students with limited prior schooling.**

***Vocabulary Content and Language***

Note: these resources preview the concepts and vocabulary for the English Explorers multileveled theme sets above.

<http://www.benchmarkeducation.com/administrators/series/vocabulary-content-and-language/where/language/english>

***National Geographic World Windows***

***World Window*** is a program that offers five science topics and five social studies topics for Kindergarten, Grade 1, and Grade 2. Each student book is accompanied by a workbook. World Windows is appropriate for ESL students. World Windows introduces informational text and builds reading foundational skills. Every book in the program begins with a big idea that engages the class and gives the opportunity for discussion questions and large-group activities. *World Windows* integrates comprehension strategies and shows text types and text features. <http://NGL.Cengage.com/WorldWindows>

***Content-Based Chapter Books (3-8)*** (Not ESL specific, but it is helpful when students read literature related to the content they are learning.)

“Encourage wide reading and content to core social studies science and content with the unforgettable characters and compelling plots in these chapter books. Visual pages at the start of each book introduce the settings and characters.

Each chapter book pairs with a Reading Expeditions nonfiction book. (see below)

***Language, Literacy & Vocabulary K-8***

National Geographic’s Language, Literacy & Vocabulary program is designed for today’s classroom — diverse, challenging, and complex. The multilevel reading resources were developed for students from diverse language backgrounds, as well as at-risk and struggling readers. Backed by rigorous research and developed with consulting author Linda Hoyt. The program has two components:

***Windows on Literacy - Language, Literacy & Vocabulary Grades K-3, but can be used in intermediate grades***This content and literacy development program is for diverse language learners who enter school in need of background building or academic language development. Carefully leveled readers and a sheltered instructional approach provide extra support for young learners at four developmental reading stages. <http://ngl.cengage.com/search/productOverview.do?N=4294918395+201&Ntk=P_EPI&Ntt=158353957344804974715393469522084216540&Ntx=mode%2Bmatchallpartial>

***Reading Expeditions: Language, Literacy & Vocabulary******3-8*** uses a sheltered-instruction approach and combines essential **science and social studies** content with nonfiction reading skills and strategies.

<http://ngl.cengage.com/search/productOverview.do?N=4294918395+201&Ntk=P_EPI&Ntt=1630176224173516200110316576201809277259&Ntx=mode%2Bmatchallpartial>

**Appropriate for High School ELs**

**These resources are also available in Spanish**

***Theme Sets™ (Grades 3-8+)***National Geographic

The Theme Set™ program provides differentiated resources for teachers to meet the diverse needs of their students. Each Theme Set provides four books crafted to match the wide range of reading levels within each classroom. All books provide the **same core concepts** but within different contexts and at different reading levels. Each book has the same page for the same content focus, so teachers can conduct a lesson with the whole class. Students in heterogeneous groups can each read a different topic. (For example, each book is about a different English colony, but each reflects the same ideas.) Team members can share with each other what they learn from the different examples. See the following pages in the site catalog to view the 12 science themes and 12 social studies themes. **Appropriate for High School ELLs**

<http://ngl.cengage.com/search/productOverview.do?N=4294918395+201&Ntk=P_EPI&Ntt=20827183421095626221209484597997884981&Ntx=mode%2Bmatchallpartial>

***Explorer Books*** Pioneer and Pathfinder (Grades 2-6)

The best articles from *National Geographic Magazin*e are now compiled in single topic books with identical content at two different reading levels. Explorer books cover a variety of high interest topics from the Science and Social Studies content areas. Spanish versions of Pathfinder titles are available. <http://ngl.cengage.com/search/productOverview.do?N=4294918395+201&Ntk=P_EPI&Ntt=793487328742879932599365421560634344&Ntx=mode%2Bmatchallpartial>

***ConceptLinks™* *Reading Comprehension Strategies and Language Development* (2008) 4-8+**

Millmark Education

ConceptLinks™ is a series of modules that incorporate the best practices of differentiated instruction to build an array of language, literacy and process skills around a core science or social studies theme. Every module provides spiraled, grade-level science or social studies content and vocabulary through Student Books that are differentiated to help students in **grades 3 through 8** start at the most appropriate level and make steady progress toward grade-level competencies. Each theme set includes 4 multileveled-student books (six per level), a visual tool called the Concept Connector (large, full-color images, with differentiated questions for pre and post reading assessments) a Teacher’s Guide with built-in differentiated instruction, language literacy and content objectives, Reproducible Learning Masters at point of use, management tips for flexible grouping, differentiated activities for writer’s workshop, formal and informal assessment tools that include differentiated assessment along with written and oral language assessment rubrics. Technology Resources include an image bank, Resource CD-Rom, Classroom Management and Assessment CD-ROM, and an Audio CD for student support. The themes are kept in convenient, durable Tote Bags that are easy to display, store, and carry. Use the *Newcomer Vocabulary Boosters* to help English language newcomers build essential academic vocabulary and language skills needed to participate in the program materials. There are 16 Science modules and 4 Social Studies modules. Social studies modules: Geography, Our Civic Life, Globalization and Managing Your Money) <http://www.summitk12.com/?src=millmarkeducation.com>

<http://www.summitk12.com/program-details/>

**Appropriate for High School ELLs**

|  |  |
| --- | --- |
| ***Concept Boosters™ Grades 4-8+* (“Teach Challenging Science Concepts in Just 10-15 Minutes with Content Boosters™”)** Introduce, reinforce, or review key standards-based science concepts with powerful science minilessons.   Each *Concept Boosters*™ minilesson is built around a digital image, included on a CD-ROM in projectable, printable electronic format.  Complete, concise teacher’s notes provide step-by-step guidelines for teaching and extending the minilessons. Each set is aligned with ConceptLinks Science. **Components** | |
|  | **CD-ROM** with projectable and printable E-Posters for teaching 30 minilessons, digital Teacher’s Guide pages, digital Learning Masters, and complete answer key, |
|  | **Teacher’s Guide** with comprehensive Teacher’s Notes, plus student Learning Master pages in copymaster format. Great white-board resources. <http://www.summitk12.com/products/concept-boosters/> |

**Appropriate for High School ELs**

## *Vocabulary Boosters Grades 4-8+*

Use Vocabulary Boosters to help students master **academic vocabulary and language skills** while preparing them to learn and talk about standards-based science concepts.  Ideal for introducing, reviewing, and building concept knowledge, academic vocabulary, and **language patterns (Note: There are sample sentence prompts on the back of each picture card.)**

<http://www.summitk12.com/products/vocab-boosters/>

***National Geographic Ladders Science (Grades 3-5)***

**National Geographic Ladders Science** is a collection of science informational text readers, designed to meet the challenges of teaching science to students at various reading levels. Each title is provided in three books at three different reading levels, (above-level, on-level, and below-level) all containing the same amazing science content and stunning National Geographic visuals. This program supports both the Common Core State Standards and the Next Generation Science Standards. Digital eBooks and Spanish versions are also available for on-level books only.

National Geographic Ladders Science covers Life, Earth, Physical Science, and STEM topics and features National Geographic Explorers and photographers. Online Teacher’s Guides are available and include Science Background, Reading and Science Objectives, Literacy Overview, and teaching strategies to achieve success in your Common Core and NGSS classroom.

A sample of National Geographic Ladders Science can be found at:<http://catalog.proemags.com/publication/f0c9d17d>

For more information about the National Geographic Ladders Program visit the following link. See the new Social Studies.  
<http://NGL.Cengage.com/Ladders>

Appropriate for High School ELs

**iCivics**

iCivics prepares young Americans to become knowledgeable, engaged 21st century citizens by creating **free** and innovative educational materials. See the full description in the secondary [**Social Sciences**](#twentyfour)section.

**MATH** (Grades 3-8)

**HELP Math Program This is a web-based program for grades 3-10.** See the full description in the secondary [MATH](#twentytwo) Section.

**The Academic Language Notebooks (ALN) 3-5**

Perfection Learning

Link to company info

<http://www.perfectionlearning.com/the-language-of-math>

WIDA PRIME link

<http://prime.wceruw.org/instructionalmaterials/PRIME_Correlation_PERFECTIONLEARNING3.pdf>

***Math Explorers* (3-8)**

Benchmark

Link to company info

<http://www.benchmarkeducation.com/administrators/series/math-explorers>

WIDA PRIME link

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_Math_Explorers.pdf>

**SECONDARY CONTENT BY DISCIPLINES**

The following materials provide support for mainstream teachers or ESL content instruction See *ConceptLinks* above, a 4-8 resource and **others indicated in green**  as appropriate for older learners.

**INTERDISCIPLINARY**

***Access Newcomers* (2005)5-12**

Houghton Mifflin Harcourt

Link to company info

<http://www.hmhco.com/search?segment=All;mm=all;q=ACCESS%20Newcomers>

WIDA PRIME link

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_ACCESSNewcomers.pdf>

**Achieve 3000**

**See description of the differentiated web-based programs in the** [**Software and Web-based Resources**](#nine) **section or go to** <http://www.achieve3000.com/literacy-solutions/grades-2-12>

**LANGUAGE ARTS**

Rather than try to shelter a language arts class, the IRC would recommend using a Comprehensive ESL program that is designed to teach Language Arts to all levels until they can use grade level resources. The students learn the grade level Language Arts content, but receive the unique linguistic support needed by non-native English speakers. The programs often include content readings related to the themes. The more advanced levels of these programs also support struggling readers who are native English speakers. General Education language arts teachers with ELs in their classes can use the same ESL Comprehensive program resources, particularly the readers as resources for differentiated instruction in their classes. See the resources above for grades 6-12 in Comprehensive Programs.See description of the differentiated web-based programs in the [Software and Web-based Resources](#nine).

**MATH**

**HELP Math Program (3-10)**

The **HELP Math Program** is a web-based mathematics intervention specifically designed to address the needs of English Language Learners struggling to reach proficiency.  Developed according to the principles of **Sheltered Instruction and SIOP**, **HELP Math** is effective for ALL students in grades **3-10** who need to develop academic language and prior math knowledge. HELP Math is also used in high schools as foundations for Algebra I and Geometry.

HELP Math uses *synchronized* audio, video, text, and interactivity to create a visual connection between words, symbols, and meaning**.** HELP Math explicitly teaches vocabulary; technical (e.g., *tessellation, plane*) and academic English (e.g., *simplify the expression, which of the following*) and includes a bilingual Spanish and pictorial dictionary as well as contextual hyperlinks on every page. All content is supported by complete Spanish audio.

Aligned to Common Core Standards, HELP Math includes diagnostic pretests and posttests to automatically identify and deliver differentiated instruction to each student. These assessments address both grade level and foundational skills deficits, ensuring student mastery of all learning objectives. HELP Math lessons are easily adaptable for individualized, whole class and RtI/pull-out implementations.

The US Department of Education’s What Works Clearinghouse has recently given HELP Math its highest rating for effectiveness. In addition, four years of gold standard research demonstrates that HELP Math improves EL achievement. <http://www.helpprogram.net/home.htm>

**Links to Math resources**

See resources for math teachers in <http://esl-methods.wikispaces.com/math> (Don’t request membership.)

**SCIENCE**

***ACCESS to Science*** **(2004) 5-12**

Houghton Mifflin Harcourt

Link to company info

<http://www.hmhco.com/shop/education-curriculum/english-language-development/access-science>

WIDA PRIME link

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_ACCESS_Science.pdf>

***Gateway to Science*** (6-12)

National Geographic Learning/Cengage

**Description:** Gateway to Science is a unique program designed to introduce students to content-area knowledge and skills needed to meet the requirements of science programs and state assessments. Using picture dictionary and textbook formats, students acquire key vocabulary, concepts, and learning strategies that help boost their success in science.   
Components include text, workbook **with labs**, audio CDs, teacher edition, assessment book, and teacher CD with ExamView and classroom presentation tool.

<http://ngl.cengage.com/search/productOverview.do?N=201+4294918395&Ntk=P_EPI&Ntt=75506055311510162016996583541164882913&Ntx=mode%2Bmatchallpartial>

**eScience3000™ Differentiated Core Curriculum Grades 6-8**

“eScience3000™ is the core science solution that uniquely combines the expertise of Achieve3000®, the leader in differentiated instruction (see Software and Web-Based resources section) and National Geographic Learning, the industry-leading provider of science content. eScience is an engaging, experiential, differentiated program… Each student receives assignments and vocabulary automatically tailored to his or her reading level while maintaining key concepts and vocabulary. Spanish language support is available.

***This is not an ESL-specific program.*** *However, the differentiated readings, vocabulary support and visual resources are appropriate for ELs reading well below grade level. When students have the opportunity to read a simpler reading, they can often progress to a more complex reading related to the same content.*

<http://decom-2015.achieve3000.com/science-solutions/escience3000>

***Achieve3000®'s* World of Biology**

This web-based curricula offers “differentiated science curriculum for middle and high school — one that helps students achieve the literacy skills they need to succeed in biology and perform better on exams and high-stakes tests. **Designed as a supplement to complement your existing biology text,** World of Biology provides a standards-based biology curriculum with embedded recommendations to support STEM literacy initiatives. Differentiated biology lessons at four different reading levels — with placement tests that assess each student's current reading level and understanding of key biology concepts” are some of the program features.

<http://decom-2015.achieve3000.com/science-solutions/biology>

**HEALTH (Also Psychology)**

Hoopoe Books, a division of The Institute for the Study of Human Knowledge

All About Me titles, including: ***Me& My Memory* (2009); *Me & My Feelings; and What’s the Catch?* (2010) 6-12+**

Link to company info

<http://www.hoopoekids.com/all-about-me/>

Link to WIDA PRIME

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_All_About_Me.pdf>

**SOCIAL SCIENCES**

**PSYCHOLOGY See Health above**

***ACCESS American History (*2005) 5-12**

Houghton Mifflin, Harcourt

Link to company info

<http://www.hmhco.com/shop/education-curriculum/english-language-development/access-american-history>

WIDA PRIME link

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_ACCESS_AmHistory.pdf>

***Access World History* (2009) 5-12**

Houghton Mifflin, Harcourt

Link to company info

<http://www.hmhco.com/shop/education-curriculum/english-language-development/access-world-history>

WIDA PRIME link

<http://prime.wceruw.org/instructionalmaterials/WIDA_PRIME_Correlation_ACCESS_WoHist.pdf>

**GOVERNMENT**

**ICivics**

iCivics prepares young Americans to become knowledgeable, engaged 21st century citizens by creating **free** and innovative educational materials.

In 2009, **Justice Sandra Day O’Connor** founded iCivics to reverse Americans’ declining civic knowledge and participation. Securing our democracy, she realized, requires teaching the next generation to understand and respect our system of governance. Today iCivics comprises not just our board and staff, but also a national leadership team of state supreme court justices, secretaries of state, and educational leaders and a network of committed volunteers.

The award-winning iCivics has produced [educational video games](http://www.icivics.org/games) as well as [vibrant teaching materials](http://www.icivics.org/teachers) that have been used in classrooms in all 50 states. Today we offer the nation’s most comprehensive, standards-aligned civics curriculum that is available freely on the Web. <https://www.icivics.org/>

**We the People The Citizen & The Constitution**

**Center for Civic Education**

***We the People: The Citizen and the Constitution*** is a nationally acclaimed program focusing on the history and principles of the U.S. Constitution and Bill of Rights for upper elementary, middle, and high school students. Note: the materials were not designed for ELs, but there are 3 levels of the series. Hence, lower reading levels could be purchased to support students who need them.

**Free classroom sets** are available on a limited basis in each congressional district in the nation. Sets may be purchased from the Center for Civic Education at a nominal cost.

[http://www.civiced.org/index.php?page=we\_the\_people\_the\_citizen\_and\_the\_constitution#2007 http://www.civiced.org/images/stories/WeThePeople/The\_Program/2010-WTP-Brochure-LoRes.pdfWTPMiddleSchoolBook](http://www.civiced.org/index.php?page=we_the_people_the_citizen_and_the_constitution#2007WTPMiddleSchoolBook)

For a free pdf file with the original United States Constitution explained in simpler language download the United States Constitution for Kids.

<http://www.civiced.org/images/stories/downloads/United_States_Constitution_for_Kids.pdf>

**History and Geography Alive Programs (K-12)**

**TCI, created by teachers for teachers,** has developed social studies programs where the methods of instruction and assessment are very reflective of recommended practices for ELs. **Spanish translations** and student editions for visually impaired students are available upon request. Each program as multiple online resource support.

<http://www.teachtci.com/programs/interactive-social-studies-textbooks-and-curriculum.html>

*Note: The TCI high school resources are not as appropriate for ELs, but the junior high resources are often used in sheltered junior high as well as high school social studies classes.*

<http://www.teachtci.com/programs/middle-school-social-studies-textbooks-and-curriculum.html>